
















	EYFS Nursery/Reception <i>Recognise and respond</i>	KS1 <div>Year One<div>Year Two</div></div> <i>Building understanding</i>		Lower KS2 <div>Year Three<div>Year Four</div></div> <i>Expand understanding</i>		Upper KS2 <div>Year Five<div>Year Six</div></div> <i>Refine and manipulate</i>	
Singing	Pitch matching; mostly familiar songs, chants and rhymes; May be accompanied by actions	Developing the singing voice (e.g. the difference between singing, talking and shouting); Solo options in singing games; Increased awareness of pitch and ability to match		Further development of the singing voice; addition of simple accompaniments; use of more complex call and response songs (potentially child-led)	Exploration of rounds and partner songs	Development of rounds and partner songs; Exploration and development of simple harmonies and part songs	
Performing	Use of body percussion and exploration with percussion instruments; Simple unison and C+R songs; Ability to start and stop together	Some control and accuracy when using percussion instruments; Unison/C+R songs; Use of simple actions to accompany songs;		Increased control when using instruments in a class ensemble; Use of more complex movements to accompany singing		Able to maintain a simple part with awareness of pitch, metre and balance	Able to maintain a part independently with <i>accuracy</i> of pitch, metre and balance
Composing (Improvising)	Creating sounds and patterns within instrumental games	Create simple patterns with given instruments or sounds	Create simple patterns with given pitches and rhythms	Able to use musical elements with detailed instructions and boundaries/’rules’ to create new ideas		Able to create original ideas with more freedom; able to develop and/or extend ideas in a simple way	
Listening Analysis/Appreciation and Notation	Respond to sung instructions Follow simple combinations of symbols to perform/create musical sounds	Identifying simple features (fast, slow, loud, soft); Suggest symbols to represent sounds (graphic scores); Introduced to the concepts of notation	Recognising changes and contrasts in mood and character; Able to suggest improvements to own/others work; Introduction to using basic rhythm and pitch notation	As vocabulary increases the ability to describe, compare and contrast music heard and performed, including self/peer appraisal; growing awareness of the context, purpose and intent of music; able to use symbols as well as simple pitch and rhythm notations to perform and to support composition work where applicable			

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Pitch	High/Low (pitch matching)	High/Low		Steps and leaps	Pentatonic patterns		Basic understanding of major and minor
Duration	Long/short sounds	Long and short Steady beat	Rhythmic patterns	Strong beats Weak beats Bars	Metre Crotchets & quavers Using bars	Using basic time signatures (2, 3, 4)	Dotted, swung and syncopated rhythms
Dynamics	Loud/Soft Silence		Graduation		Strong contrasts		Accents and articulation
Tempo	Fast/Slow	Fast/Slow Pulse	Fast/Slow Graduation		Comparing/ contrasting tempi		Tempo for mood effects
Timbre (mostly recognition based but utilisation where possible)	Exploring		Wood, metal, strings (blowing)		Orchestral family timbres		Electronic sounds
Texture	One sound Several sounds	One sound Several sounds	Layers	Melody Accompaniment		Weaving parts	Chords
Structure	Beginnings and endings Call and response		Simple repeated patterns	Question and answer	Ostinato	Rounds	Ternary form Simple rondo form (whole class work)